

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|--------------------------------|----------------------------------|---------|--|--------|
| School | St Stephen's CE Primary School | | | | |
| Academic Year | 2018-19 | Total PP budget | £98,040 | Date of most recent PP Review | 4.9.18 |
| Total number of pupils | 261 (R-Y1) | Number of pupils eligible for PP | 68 | Date for next internal review of this strategy | 1.4.19 |

| 2. Current attainment | | |
|--|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 35.7% (5/14 children) | 66.7 % (14/21) |
| % making progress in reading (continuous cohort) | 83% more than expected from KS1 (9/11) | 79% more than expected prog from KS1 (15/19) |
| % making progress in writing (continuous cohort) | 83% (9/11) | 90% (19/21) |
| % making progress in maths (continuous cohort) | 27% (3/11) | 81% 17/21) |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|---|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Delays in social/emotional/behavioural development |
| B. | Cognitive delay |
| C. | Language barriers |
| D. | Medical conditions which can impact on attendance and thus learning |
| E. | ADHD |
| F. | Autism |
| G. | Dyslexia/Dyscalculia |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| H. | Low attendance |
| I. | Socio economic background |
| J. | Parental engagement |
| 4. Desired outcomes | |

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|--|--|
| A. | To improve outcomes in R/W/M For PP children, this will be recorded in Target Tracker each half term and compared to non PP children in their cohort | The % of children achieving the expected standard in R/W/M to be closer to the National Average |
| B. | To continue to close the gap in R/W/M with non PP children, this will be recorded in Target Tracker each half term and compared to non PP children in their cohort | The % of children achieving the expected standard in R/W/M to be closer to the non PP children. |
| C. | Most children eligible for PP will attain the expected levels in the Y1 Phonics Screening | Targeted intervention in KS1 will support those children who are at risk of falling behind and help to close the gap of non PP children. |
| D. | To improve communication and language in EYFS, each half term this will be recorded in Target Tracker and teacher assessment. | The % children achieving GLD in Communication and Language will be closer to national average. |
| E. | All children will have their emotional needs met and will be happy and secure at school, this will be monitored through Boxhall profiling, SDQs and CPOMs behaviour logs. | There has been whole staff Mental Health Training including de-escalation training. Some children are receiving targeted therapy including Lego Therapy alongside access to The Hub and the specific interventions that Mrs Taylor provides. |
| F. | To identify which pupils are eligible for Early Years Pupil Premium Funding and Pupil Premium Funding early in their St Stephen's career. Registers will be kept to ensure all parents/carers are spoken to. | To ensure that all parents are aware of the online eligibility form and have been offered support to complete the form for both EYPP and PP funding thus increasing the PP budget. |
| G. | To support families and increase parental engagement across the school. This will be measured through 'parental uptake' registers and questionnaires. | Provide opportunities for parents/carers to attend workshops/classes/support groups. |
| H. | To challenge more able pupils through identification on teacher's planning and targeted support, this will be recorded in Target Tracker each half term and compared to non PP children in their cohort | Quality first teaching be be used alongside targets interventions. |

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|--|---|--|------------|--------------------------------------|
| To improve outcomes in R/W/M For PP children, | Small group teaching with an experienced teacher. Quality first teaching with PP children identified on planning. | This proved successful last year when most PP children made accelerated progress and in many cases outperformed their peers. | <ul style="list-style-type: none"> Regular data analysis Data will be recorded in Target Tracker each half term and compared to non PP children in their cohort Provision Mapping Staff meeting training | JP/NC | March 19 |
| To continue to close the gap in R/W/M with non PP children | Small group teaching with an experienced teacher. Quality first teaching with PP children identified on planning. | This proved successful last year when most PP children made accelerated progress and in many cases outperformed their peers | <ul style="list-style-type: none"> Regular data analysis Data will be recorded in Target Tracker each half term and compared to non PP children in their cohort Provision Mapping Staff meeting training | JP/NC | March 19 |
| To challenge more able pupils through identification on teacher's planning and targeted support, | Small group teaching with an experienced teacher. Quality first teaching with PP children identified on planning. Links with Bury Church High school for enrichment opportunities via the SSIF | Through open ended questioning and developing high order thinking, more PP children to achieve GD by the end of Y6 in reading, maths and writing. | <ul style="list-style-type: none"> Regular data analysis Data will be recorded in Target Tracker each half term and compared to non PP children in their cohort Provision Mapping Staff meeting training | NC | March 2019 |

| Total budgeted cost | | | | | £38 941 |
|---|---|---|--|-------------------|---|
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Most children eligible for PP will attain the expected levels in the Y1 Phonics Screening | Targeted intervention in KS1 will support those children who are at risk of falling behind and help to close the gap of non PP children | In 17/18 there was a 37% difference in PP and non PP children achieving their Y1 phonics screening. Targeted interventions will help to close this gap. | <ul style="list-style-type: none"> Regular Data analysis Teacher assessment | NC/ RB | March 19 |
| To improve communication and language in EYFS, | To improve communication and language in EYFS. Selected children will have access to 'The Chatterbox' programme led by trained teachers. 2x TAs will be trained to implement this themselves. | The % children achieving GLD in Communication and Language will be closer to national average and non PP children will be closer to their peers. | <ul style="list-style-type: none"> Regular data analysis Data will be recorded in Target Tracker each half term and compared to non PP children in their cohort Teacher assessment | NC/LS | March 19 |
| All children will have their emotional needs met and will be happy and secure at school, | The Pastoral Lead will support vulnerable children, improving well-being and outcomes through quality nurture related interventions. this will be monitored through Boxhall profiling, SDQs. All staff will use CPOMs behaviour logs. | This worked successfully last year and will continue during 18/19. Class teachers could identify children with additional vulnerabilities in each year group and tailored support was provided. | <ul style="list-style-type: none"> All children who access the service will be tracked using the Boxhall profile to ensure that impact can be monitored. SDQs will be used for all children accessing The Hub. Whole staff mental health training External agencies will provide relevant support. Commander Joe activities | LT | March 19 |
| Total budgeted cost | | | | | £26,416 |
| iii. Other approaches | | | | | |

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|---|---|------------|--------------------------------------|
| To identify which pupils are eligible for Early Years Pupil Premium Funding and Pupil Premium Funding early in their St Stephen's career. | <p>To engage with all parents of children in EYFS through:</p> <ul style="list-style-type: none"> • 'meet and greets' in the morning/afternoon • drop in sessions, • parental coaching, • support with form filling. <p>Registers will be kept to ensure all parents/carers are spoken to.</p> | <p>In order to ensure that the profile of the EYFS PP funding is raised, it is vital that all parents are aware of it and how to apply for it.</p> <p>Time will be allocated for parents to meet with the PP Champion to answer any questions/queries that they may have and also to provide support completing the online forms as this can be a barrier.</p> <p>All parents will be made aware of the online eligibility form and will be offered support to complete the form for both EYPP and PP funding thus increasing the PP budget and ensuring more timely support is brokered.</p> | Registers will be kept to ensure all parents/carers are spoken to. | NC | April 19 |
| To support families and increase parental engagement across the school | To engage with parents to improve home/school relationships with a focus on behaviour and learning. Small group parenting classes to be offered eg 'Have a new kid by Friday' Learning Workshops and Support groups to also be offered eg Family Fridays Worry Tree home/school activities to be sent home | Research shows that children who have positive home/school relationships enhance the learning of the child. | Parental SDQs Parental and child voice questionnaires Parental uptake registers | LT NC | April 19 |
| Total budgeted cost | | | | | |

| 6. Review of expenditure | | | | |
|---|---|--|--|---------|
| Previous Academic Year | | £98,260 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| To close the gap in R/W/M for PP and their peers | Providing small group/individual interventions with an experienced teacher. | <p>All PP children have worked in small groups with an experienced teacher over the course of the academic year.</p> <p>KS2 data proves that the gap between PP and their peers is beginning to close and in some year groups PP children are making accelerated progress and out performing their peers.</p> <p>Progress for PP children in all classes exceeds that of other children ensuring that the in school gap is closing.</p> <p>In KS1 the data suggests that PP children are not attaining as highly as they should be combined with a lack of progress.</p> | <p>This small group strategy worked well and enabled the class teacher and PP champion to plan relevant and challenging activities in order for children to make accelerated progress.</p> <p>This approach will continue to be employed in 18/19 with a particular focus on LKS2 and those PP children who did not make the expected progress/did not achieve highly enough in KS1.</p> | £38,941 |
| For PP Champion to teach all PP children bi weekly. | PP champion to teach across the school | PP champion has had the opportunity to teach all classes from Y1-6 inc Nursery. This has enabled her to have a personal relationship with all PP children and have a solid knowledge of their attainment and progress. | The PP Champion was able to track the data of the relevant children both through assessment tools and through first hand teaching. | |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| To develop the 'whole child' | To have a dedicated Pastoral Lead. | <p>All children had the opportunity to visit the pastoral lead for specific well being needs as well as having 1:1 sessions for children with behavioural/social/emotional needs.</p> <p>The Pastoral Lead was also responsible for the Behaviour Management Programme.</p> | <p>This support was effectively tailored to the specific needs of the child and as a result timetables were both fluid and flexible to accommodate for priority children.</p> <p>The programmes will stick to a 6 week programme in order to encompass more children. Certain children who regularly access the service will be tracked using the Boxhall profile.</p> | £21,242 |

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| To support a LAC child | To use an SSA to provide support a LAC child. | | LAC has now left the school. | |
| To provide necessary financial support to families in order for children to access their learning | To provide necessary financial support to families | Financial support was provided to those who needed it for ASC and Breakfast Club, transport to school and to the ARC. | This approach will continue in order to guarantee that children are able to be at school on time. | |
| To provide children in the EYFS with speech and language opportunities | Children enter our school with a low standard of S+L | Children in the group had access to S+L activities on a weekly basis, they were encouraged to listen to others, take turns and speak confidently. | Interventions need to be measurable and impact clearly evident. | £5176 |

iii. Other approaches

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|---------------|---------|---------|---------|-------|--|-------|-------|-------|--------|---|---|-------|-------|--------|---|-------|-------|-------|--------|---|-------|-------|-------|--------|---|-------|-------|-------|--------|---|-------|-------|-------|--------|----|-------|-------|-------|---|---------|
| To continue to improve the attendance of pp children | The school attendance officer to monitor attendance each morning. SAO to ring parents if child is not present and offer support and advice | <p style="text-align: center;">Total % Attendance Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (58 pupils)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year Group</th> <th>No. of Pupils</th> <th>15-16 %</th> <th>16-17 %</th> <th>17-18 %</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">Total</td> <td>93.7%</td> <td>94.0%</td> <td>95.3%</td> </tr> <tr> <td>Year 1</td> <td>9</td> <td>-</td> <td>93.0%</td> <td>95.1%</td> </tr> <tr> <td>Year 2</td> <td>9</td> <td>87.3%</td> <td>91.8%</td> <td>94.5%</td> </tr> <tr> <td>Year 3</td> <td>9</td> <td>95.7%</td> <td>96.6%</td> <td>97.5%</td> </tr> <tr> <td>Year 4</td> <td>9</td> <td>91.8%</td> <td>91.7%</td> <td>93.4%</td> </tr> <tr> <td>Year 5</td> <td>8</td> <td>97.1%</td> <td>96.7%</td> <td>97.3%</td> </tr> <tr> <td>Year 6</td> <td>14</td> <td>96.5%</td> <td>93.9%</td> <td>94.1%</td> </tr> </tbody> </table> <p>PP attendance has improved year on year since 2015/16 and is getting closer to the whole school target of 96% in some cases exceeding it.</p> | Year Group | No. of Pupils | 15-16 % | 16-17 % | 17-18 % | Total | | 93.7% | 94.0% | 95.3% | Year 1 | 9 | - | 93.0% | 95.1% | Year 2 | 9 | 87.3% | 91.8% | 94.5% | Year 3 | 9 | 95.7% | 96.6% | 97.5% | Year 4 | 9 | 91.8% | 91.7% | 93.4% | Year 5 | 8 | 97.1% | 96.7% | 97.3% | Year 6 | 14 | 96.5% | 93.9% | 94.1% | This approach has proved to be successful for both children, parents and staff. There are still certain children who are frequently absent which affects the overall %. | £14,115 |
| Year Group | No. of Pupils | 15-16 % | 16-17 % | 17-18 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | | 93.7% | 94.0% | 95.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 9 | - | 93.0% | 95.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 9 | 87.3% | 91.8% | 94.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 9 | 95.7% | 96.6% | 97.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 9 | 91.8% | 91.7% | 93.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 8 | 97.1% | 96.7% | 97.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 14 | 96.5% | 93.9% | 94.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| To provide children with life experiences | Some of the PP funding has been spent on 'life experiences' for children who may not otherwise experience them. | Children have had the opportunity to: *Have small group ukelele lessons *subsidised music lessons * subsidised school trips *WOW experiences eg Watoto, Aqualease *purchasing of Commando Joe resources and training | The money was well spent on these experiences as children had the chance to see/feel/engage with things they would not generally encounter in their lives. This approach will continue and The Commander Joe equipment and resources will be used throughout next year. | £5000 |
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7. Additional detail